

Conference on European Development Education



European Conference on Development Education

2nd – 4th July 2006

Helsinki Recommendations

Recalling growing political commitment and strengthened policy in the field of development education and awareness-raising, at European and national level, inter alia, through the Development Education Resolution of the EU Council of Development Ministers (2001), the Maastricht Declaration (2002), the Palermo Process (2003), the Brussels Conference (2005) and the European Consensus on Development (2005);

Over 120 participants from national ministries and state agencies, EU institutions, European civil society, international organizations, local and regional authorities, and research institutes, participated in the European Conference on Development Education on 3-4 July 2006 in Helsinki. The conference was organized by KEHYS (the Finnish NGDO Platform to the EU), in co-operation with CONCORD, the Ministry for Foreign Affairs of Finland and the European Commission.

The conference focused on the elaboration of a common European Strategy Framework for Development Education. This builds on the Brussels Conference recommendation that comprehensive and coherent development education and awareness-raising strategies should be designed, or where existing reviewed and strengthened, at both national and European levels, in an inclusive fashion with key stakeholders.

In order to provide impetus towards national and European strategies, specific attention was given to the following issues:

- quality and effectiveness;
- financing for development education;
- campaigning and awareness raising;
- co-operation with the media;
- the integration of development education into national educational systems;
- the needs of new member states, and of acceding and candidate countries.

The Conference led to the following main conclusions, and to further specific proposals from individual working groups as outlined in the papers annexed.

Conclusions:

1. The European Consensus on Development states that the EU will pay particular attention to development education and awareness-raising in the efforts to enhance civil society engagement in global development. Other European structures and political commitments are similarly inclined. To realise this and ensure that all people in Europe have access to quality development education, a strong European and national Strategy Framework is required.
2. In this Strategy Framework priority should be given to supporting planning, quality, partnership, mutual learning and peer exchange of strategies and experience, in development education and awareness-raising; particularly between new member states, acceding and candidate countries, and countries seeking to strengthen national support mechanisms.
3. The Strategy Framework should support existing mechanisms for coordination, international shared learning of national strategies through, inter alia Concord and DEEEP, OECD DAC Heads of Information, GENE Peer Reviews, the North-South Centre's Global Education Week network and other networks working in this area.
4. In order to move this European strategy forward, a multi-stakeholder task force will work to develop a common perspective on the European Strategy framework for development education. Member states will be consulted about existing and emerging national strategies, to ensure coherence and to move the process forward from Helsinki.
5. Development education, public awareness and media strategies should be based on a model of solidarity and global interdependence. This means working with Southern partners at all stages of the processes. It also means avoiding passive images of the South, in line with best practice and the recommendations of the *Code of Conduct on Images and messages*. Linking local and global dimensions of issues is also necessary.
6. Integration of global and development perspectives into education systems requires the development of coordinated strategies by Ministries of Education and Ministries of Foreign Affairs, and other relevant Ministries, Civil Society actors, Local and Regional Authorities, and national curriculum bodies. In this process, the European Global Education Peer Review system has proven useful at national level. Particular emphasis and resources should be allocated to training: both initial and in-service teacher training, and training of DE trainers.
7. Increased quality and impact in development education is also required. This necessitates greater clarity and coherence regarding the differences along the continuum from development education to awareness raising to information and campaigning. Appropriate mechanisms of evaluation in these related, complementary but differing spheres are essential. Partners from the South should be involved at all stages.
8. Recalling previous commitments, the Conference recognises the efforts of countries to increase funding to development education. A target of 3% of ODA to development education is endorsed by NGDOs and some member states. The Conference calls on member states, local and regional authorities, NGDOs and the Commission to commit to a staged series of increases in financial support for development education, to ensure pro rata strengthened support as member states approach targets of 0.56%, 0.7%, of GNI to ODA and beyond, and develop inclusive, consultative strategies for disbursement.

9. In the context of ongoing discussions on the reform of European Commission financial instruments, due regard should be given to the European Consensus on Development and reform should be informed by the findings of the Brussels and Helsinki Conferences. The reform should aim at clearer and more coordinated European Commission support structures for DE, that are coherent with member states support structures.

These recommendations are addressed to all actors of society who are able and interested in further improving the impact and quality of development education. This includes among others the EU institutions, national ministries, and international and civil society organisations, research institutes working for active and informed global citizens.

ANNEXES

ANNEX 1 – Group A

Strategy of Development Education

1. Overall objective - draft (for NGOs and MS/governments – national and local/international organizations)

“ To increase long term engagement and promote active support of citizens and different stakeholders for world wide poverty eradication, human rights, social justice and sustainable development”

B. Discussion points for the WG in plenary (the full WG):

- 1) What should a strategic framework look like – content?
- 2) How should we proceed – follow up?

Crosscutting issue to be discussed– Relation and synergies between MS and EU levels.

Content that should be in the strategic framework

Overarching objective & specific objectives

Background – policy frameworks (commitments) and lessons learnt

Concept/Definitions

Means/Activities

Stakeholders/Actors (identify each actor, added value of each, multi-actor added value – partnerships and alliances)

Target groups

Geographical coverage

Quality interventions – integrated approach to development i.e. linking DE to Dev.Coop.

Evaluation and Impact Assessment

Thematic focus/sectors (but not prioritize or exclude i.e. to have “Right to Initiative”)

Cross cutting themes

Cross-cutting approaches

Implementing modalities – Action Plan?
Resources

Follow Up

Q 1. What is the status of the DE strategic framework?

A 1. Member States versus EU level (not in competition but added value/complementary)

- At a EU level
- EU Institutions on board
- MS on board
- Governments (local, regional, national)
- NGOs inputs/contribution

Q 2. What next?

A 2. Reinforcing commitments from the present stakeholders

- A common vision for a DE strategic framework within which each actors plays its role like at EU level
- the EC proposes, stakeholders input, MS and EP endorse.
- At national level the possibility for MS to use it as a reference point, commitment to national level strategies
- Commitment in achieving MDGs (GAERC June 2005)
- Multiple-stakeholder/steering group (March 2006) taking forward the DE strategic framework via emails, meetings, etc.
- Drafting group – to be defined within the steering group.
- Input by other stakeholders and experts
- Inputting learnings, experiences, evaluations, etc.

Timeline

- September 2006 – Meeting of steering group in Brussels
- DE Forum Meeting 2006
- OECD Meeting 2006
- Upcoming Opportunities – 2007 Presidencies

ANNEX 2 – Group B

Quality, Impact and Assessment in Development Education and Public Awareness

Recommendations

1. Include youth and non-org & new groups.
2. EC & governments should fund studies on evaluation comparison & base line research.
3. Different evaluation models for DE & PA and different groups within these categories.
4. We don't only want quantitative evaluation but also qualitative. Also want sharing info and experiences.
5. Evaluation should be done for learning process reasons and not for funding purposes.
6. Have peer reviews in more countries for qualitative evaluations.
7. In order to strengthen quality we should have a strategy for greater coherence on many different levels (methodologies, themes, role, respond)
8. Within the strategy we should take a partnership-approach and be clear on the roles of different actors (ngo´s - gov – EC).
9. Include southern dimension in all our activities and also in the evaluation.

ANNEX 3 – Group C

Building up a truly European DE – Integrating Old & New Member States and Accession Countries

Recommendations to NGOs and state actors in OMS and NMS and the European Institutions:

Increasing DE capacities by building partnerships

1. To establish more fora for exchange of experience and best practice between DE actors in OMS and NMS
2. To create and facilitate partnerships on concrete joint DE activities in order to develop together new European DE approaches
3. These partnerships should bring together actors from OMS and NMS, actors that are stronger and weaker concerning their financial and human resources, actors more and less experienced in DE
4. These partnerships should jointly address the needs identified by each partner. They should be mutually beneficiary and especially strengthen the "weaker" partners. They should lead to the creation of a common long term vision/strategy for DE.

Funding of DE in NMS/AC

5. In order to allow to absorb the 10 Million € of the EC CfP 2006 (envelop dedicated to DE in NMS) and in order to build up equal partnerships between NGOs from OMS and NMS, part of the activities should be allowed to be carried out in OMS, the main part of activities being carried out in NMS
6. In the coming financial perspective 2007-13, EC calls for proposals for DE should be open for NGOs from any accession and candidate countries
7. In the coming financial perspective 2007-13, EC calls for proposals for DE should provide up to 100% EC funding or permit that the matching funds come from public budgets (because raising private funds for DE is extremely difficult).
8. The national governments should explore possibilities to set up instruments for co-financing projects of non state actors, including provide reliable and regular co-financement for all projects co-funded by the EC

Effective DE within the NMS/AC

9. DE strategies in the NMS/AC should
 - take account of the European DE strategy
 - include activities with young people as a target group
 - address topics which are specially valuable for addressing DE issues in NMS – e.g. fair trade, migration
 - raise awareness amongst and provide capacity building for state actors (MFA, MoE,...) in the NMS/AC
10. In order to successfully develop a European DE strategy, the links between the DE actors on the national level (NGOs, schools, universities, ministries, local authorities) should be strengthened and co-operation as partners fostered.

ANNEX 4 - Group D

Integration of Global and Development Education into School Curriculas

Recommendations

GE / DE IN NATIONAL CURRICULUM

1. We should acknowledge that we are operating in different countries and contexts.
2. Curriculum reviews should be open processes.
3. Schools should be open to NGOs.
4. NGOs have an important role in influencing education policy makers.
5. NGOs should use the language of mainstream education.
6. NGOs should be more active and radical.

We need a system which addresses training as a long term and consistent requirement to implement GE/DE in the school curriculum, which not only trains teachers but also a professional body of GE/DE trainers.

TRAINING / INITIAL AND IN-SERVICE

National strategies for training should promote:

7. research enhancement = GE/DE as an added value to the learning of teachers and students
8. more resources for training
9. networks of GE/DE specialists and teachers

Accredited training to set standards in GE/DE

ANNEX 5 - Group E

Links Between Media and Development Education

Recommendations

1. The mass media is one of the most cost-effective and influential channels for development education. A recent survey conducted for the Finnish Ministry for Foreign Affairs shows that most citizens obtain their development-related information through the media – particularly television (88%) and newspapers (77%).
2. Although countries and organisations face different challenges, there is enough common ground to develop handbook for engaging the media development education. It is important to collect and build on previous work, and highlight specific issues related to development educators. Such a handbook should take into consideration differences in national media environments, levels of public interest and experience in development co-operation. It should serve any organisation working with the development education. A code of conduct for the use of proper images and messages should be included. The idea needs to be developed further with the help of this group, possible in another workshop. Journalists and media professionals should be engaged in the process.
3. The new member states have to overcome particular obstacles related to their domestic issues and the low levels of development knowledge among journalists. Justifying development spending is particularly challenging in the new member states.
4. The key challenge to all countries is to identify ways to generate media interest in an increasingly competitive environment. Development organisations need to better understand what people are interested in, and have the capacity to formulate simple, relevant and consistent messages on the complex issues they work with. Messages should highlight similarities between people in North and South, and illustrate how development issue are important to also to people in Europe.
5. Good messages are supported with facts. Organisations should pay special attention to the terminology and language they use. Development jargon should be translated into easily understandable language. It is important that organisations share ideas and experiences, and seek ways to coordinate their core messages for greater collective impact. Currently there is too much competition between development actors. Organisations need to acknowledge that they cannot do everything, and find their particular strength and focus on it.
6. Commercialization of the media is a fact but should be challenged. Furthermore, media organisations work at an increasing speed and pace, which makes it difficult get them cover long-term development issues and not just emergency relief. The media should be reminded of their responsibility to keep their audiences informed about global affairs also when doing so does not always serve commercial purposes. It may often be the editors – not the reporters – who block development topic from appearing in the publication or newscast. There is a need to increase the level of awareness of development issues among media actors. Media is simultaneously a target and a vehicle.

7. In order to become reliable sources of information for the media, development organisations should always follow the highest standards of ethics and professionalism. Representatives of development organisations should have an honest message and explain what they do and what they want in a transparent manner. Transparency is important in order to avoid situations where media strategies and operations may be seen as attempts to violate the independence of the media. Organisations should talk more about the issues than about themselves.
8. Organisations need to pay more attention to their use of photography. Some organisations misuse images in order to make more touching stories. Using images out of context and without identifying the depicted people should be avoided. Organisation should adopt a code of conduct for the use of photography.
9. Development educators should make better use of local media and media targeted at special interest groups. Smaller media organisations are more receptive for background information and approach global issues with a local favour. Working with local media is a good way to bring issues closer to people. Development organisation should seek innovative ways to reach their audience. They could, for example, work with lighter content run in popular media ranging from tabloids to soap operas to reality TV. They need to, however, strike a balance between popularity and integrity.
10. New media and technology present both opportunities and challenges for development educators. More and more people in developed as well as developing countries have access to mobile phones and the Internet, but access alone does not guarantee that people find the information, not to speak about understanding the message. Cultural aspects have to be accounted for, and training is needed. Technology offers new avenues for learning and for people to speak for themselves.
11. Things to consider when developing effective messages (dos and don'ts):
 - a. Make your message simple and easily understandable also for non-professionals. Test your message with people outside the business. Don't assume people know, explain the basics. BUT: Although journalists are not experts in your field, do not underestimate their professionalism
 - b. Start with the basic things and introduce background and complexity gradually. A good story is like a good dinner: it has an appetiser, the main course, and dessert.
 - c. Write press releases well: Good title, start with the interesting news, put your organisation last, start simple but give in-depth information later. Start with "dramatic news" but don't over do it (8000 people killed).
 - d. Sell a vision first (not the organisation). It is easier if the vision is shared by many organisations.
 - e. Talk about issues, not organisations.
 - f. Use symbols people can associate with.
 - g. Be prepared, pre-empt questions and find answers.
 - h. Find links, relevance, comparisons.
 - i. Address the needs people who know and people who don't.
 - j. Make the distinction between news and background.
 - k. Personalise messages: "You are lucky to have been born here"
 - l. Give positive news from the developing world.
 - m. Include a call to action: What can I do, and what should my government do.
 - n. Promote 1% movement.
12. Creative ideas for working with the media:
 - a. Tell stories of everyday incidents between people from developed and developing countries, show cultural differences in a funny way

- b. Get media attention through interesting event, and be prepared to talk about your issues (stand up against racism, cows in the city, street theatre)
- c. Establish a prize for the best development story
- d. Establish a competition for the youth to produce programme
- e. Conduct joint opinion research with a media organisation
- f. Introduce global issues in the popular media in their styles (For Cosmopolitan: 5 things you need to know about development to get an intelligent guy)
- g. Go to populist TV shows and address difficult questions head on
- h. Create a partnership with a Southern media
- i. Use film
- j. Engage celebrities who use language that target groups understand
- k. Use unexpected spokespersons (e.g. rich businessmen)
- l. Support manuscript writing of a soap opera
- m. Live role plays on development issues
- n. Regular column in a newspaper to highlight stereotypical and prejudice reporting and political comments

ANNEX 6 – group F

Mobilizing People: Campaigns, Public Awareness and Development Education

Recommendations:

1. DE and campaigns can complement each other. Importance of integrating long term educational component in campaigning in order to maximise their impact and vice versa. [Development education can capitalise the momentum; campaigns can open up positive space, political atmosphere.]
2. Need to have clear DE strategies on national level involving relevant stakeholders; e.g. decision-makers, civil society and networks.
3. European strategy on DE should bring an added value, complementarity, to national strategies and activities (not vice versa). Those should be made in co-operation with several stakeholders in a society.
4. Need for shared learning and exchange of best practises on different levels, [using existing structures such as Development Education Forum and Global Education Network Europe]
5. Need for institutional commitment and political will for development education.
6. Need to develop democratic, non-patronising, transparent and inclusive campaigns and DE programmes, also engaging the voice of the South.
7. Need for establishing a long-term vision with clear objectives, target groups, time-frames, messages and tools in campaigning in order to reach long term capacity building impact
8. Need for capacity building and resources at national level for policy development and implementation of DE and campaigns [using the example of V4-programme]
9. Importance of including all people (e.g. seniors and people with disadvantages) and non-traditional target groups in DE and campaigning.